

ASSOCIATE SUPERINTENDENT APPROVAL

STATE BOARD MEETING DATE September 24, 2007

SUBJECT: Professional Preparation Program Review Team Recommendations for Pima Community College

SUBMITTED BY: Jan Amator, Deputy Associate Superintendent for Highly Qualified Professionals

MANAGEMENT TEAM REVIEW: September 6, 2007

BACKGROUND INFORMATION:

March 29, 2004, the State Board of Education directed Arizona Department of Education (ADE) staff to establish a task force to review the current requirements for State Board approval of professional preparation programs (R7-2-604) and bring a recommendation to the State Board of Education. The task force was established August 2004 and met regularly through December 2004. Task force members included:

Arizona State University-Polytechnic	Dr. Bette Bergeron
Arizona State University-Polytechnic	Leeann Hopper
Arizona State University at the Tempe Campus	Dr. Elaine Surbeck
Arizona State University at the Tempe Campus	Dr. James Middleton
Arizona State University at the Tempe Campus	Dr. Billie Enz
Arizona State University at the West Campus	Dr. Ray Buss
Arizona State University at the West Campus	Dr. Ida Malian
Grand Canyon University	Dr. Becky Parker
Maricopa Community Colleges	Dr. Cheri St. Arnould
Northern Arizona University	Dr. Sherry Markel
Ottawa University	Dr. Philip Berra
Pima Community College	Dr. Cynthia McCafferty
Prescott College	Dr. Noel Cox-Caniglia
Rio Salado Community College	Dr. Janet Johnson
Southwestern College	Dr. Carol Taylor
University of Arizona	Dr. Robert Hendricks
University of Phoenix	Meredith Curley
District Administrator	Cindy Daley
District Administrator	Nora Gutierrez
District Administrator	Dr. Bill Roach
District Administrator	Dr. Janet Seegren
Arizona Education Association	Andrew Morrill
State Board of Education	Joanne Hilde
State Board of Education	Christy Farley
Arizona Department of Education	Kathleen Wiebke
Arizona Department of Education	Patty Hardy

On January 28, 2005, the State Board of Education adopted the recommended professional preparation program approval process. August 2006, the State Board of Education adopted the proposed rule changes to align State Board rule (R7-2-604) with the professional preparation program approval process (see attachment). State Board rule was retroactive to January 2005.

Pima Community College submitted Step Two of the program approval process on September 15, 2006. A site visit was conducted April 29-May 1, 2007. The seven member review team members included representatives from:

- State Universities
- Community Colleges
- Private Institutions
- District Administrators
- Arizona Education Association
- Nationally Board Certified Teachers
- Arizona Department of Education

Four programs were reviewed:

- Post Baccalaureate Teacher Certification Program, Secondary Education (3year approval)
- Post Baccalaureate Teacher Certification Program, Elementary Education (3 year approval)
- Post Baccalaureate Special Education Cross-categorical Teacher Certification (2 year approval)
- Post Baccalaureate Special Education Learning Disabilities Teacher Certification (2 year approval)

BOARD ACTION REQUESTED: ☒ INFORMATION ☐ ACTION/DESCRIBED BELOW

ATTACHMENTS: YES ☒ NO ☐

Attachment 1: Board Rule: Professional Preparation Programs

Attachment 1

R7-2-604 - Repealed

R7-2-604. Definitions

In R7-2-604 through R7-2-604.02, unless the context otherwise requires:

- A. “Annual Report” means a report submitted yearly to the Department by all Arizona State Board approved institutions of higher education.
- B. “Board Approved Program” means a course of study, that is approved by the Board and meets the state’s standards for early childhood, elementary, secondary and special education teachers, administrators, school guidance counselors, and school psychologists.
- C. “Capstone Experience” means a culminating professional experience in a prekindergarten – grade 12 setting. This experience may include student teaching, administrative internships, counseling practicum and internships, and school psychology internships.
- D. “Field Experience” means scheduled, directed experiences in a prekindergarten – grade 12 setting that occurs prior to the capstone experience.
- E. “Institutional Recommendation” means a form developed by the Department that indicates an individual has completed a Board approved program.
- F. “Institutional Report” means a report issued by the review team that cites evidence of compliance with or deviation from each standard that applies to the institution’s programs. The report may include accommodations, recommendations, and areas of improvement.
- G. “Low Performing Institutions” mean Board approved teacher preparation institutions where less than 75% of program completers successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their first attempt as reported in Title II of the Higher Education Act. When a candidate has attended more than one institution, performance on the proficiency assessment shall be attributed to the institution where the student teaching was successfully completed.
- H. “National Accreditation” means accreditation by a national agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its website.
- I. “National Standards” means written expectations for meeting a specified level of performance that are established by the following organizations: CACREP, CEC, INTASC, ISLLC, ISTE-NETS, NAEYC, NASP or NCATE.
- J. “Program” means a course of study and school-based experiences for preparing prekindergarten- grade12 teachers, administrators, school guidance counselors, and school psychologists. These courses and school-based experiences shall lead to a recommendation for an Arizona teaching, administrator, school guidance counselor, or school psychologist certificate.
- K. “Regional Accreditation” means accreditation by a regional agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its website.
- L. “Student Teaching” means a sustained period of rigorous field-based experiences performed under the supervision of a certified teacher and an institutional program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking.
- M. “Review Team” means a committee appointed by the Department that shall review professional preparation programs seeking Board approval and provide recommendations to the Board. The committee shall consist of representatives from an Arizona Board of Regents Institution, an Arizona private institution of higher education, an Arizona community college, the Arizona Education Association, a district level administrator from a local education agency, a National Board Certified Teacher, and the Department.
- N. The organizations cited in rules R7-2-604, R7-2-604.01 and R7-2-604.02 are as follows:
 - 1. “CACREP” means the Council for Accreditation of Counseling and Related Education Program
 - 2. “CEC” means the Council for Exceptional Children
 - 3. “INTASC” means the Interstate New Teacher Assessment and Support Consortium
 - 4. “ISLLC” means the Interstate School Leaders Licensure Consortium
 - 5. “ISTE-NETS” means the National Educational Technology Standards
 - 6. “NAEYC” means the National Association for the Education of Young Children
 - 7. “NASP” means the National Association of School Psychologists
 - 8. “NCATE” means the National Council for Accreditation of Teacher Education

R7-2-604.01. Professional Preparation Programs

- A. Professional preparation institutions may include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the professional preparation program shall include training in the standards described in R7-2-602 and R7-2-603, a capstone experience, and alignment with national standards.
- B. The Board shall evaluate and may approve the professional preparation programs of institutions which request Board approval. Rules R7-2-604, R7-2-604.01 and R7-2-604.02 apply to all professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification. The Board may grant program approval for a period not to exceed five years.

- C. Board approval of professional preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the institution is evaluated. These rules shall be enforced for all institutions seeking program approval as of February 28, 2005.

R7-2-604.02. Professional Preparation Program Approval Procedures

- A. Institutions seeking professional preparation program approval shall submit to the Department the information necessary to conduct a preliminary review of the preparation program. The Department shall prescribe forms to assist institutions with providing all information required as part of the preliminary review process. The required information, at a minimum, shall include the following:
 - 1. An institutional profile that includes information regarding the type of institution seeking approval, the type of approval being requested, any national or regional accreditations held by the program, the institution's governance and administrative structures and student demographic data. A program that is not regionally accredited by a Board recognized entity shall provide the Department with the necessary information to demonstrate program sustainability. This shall include a description of the institution's facilities, relevant equipment and supplies, student support services, access to library resources and technology, and evidence of financial stability.
 - 2. A description of the institution's conceptual framework. This shall include an explanation of the institution's vision, mission, philosophy and goals. It should also describe how this framework is shared with students, faculty and other relevant stakeholders.
 - 3. Data regarding the institution's faculty. This shall include the following:
 - a. Demographic data relating to the faculty for each program seeking approval. This data shall include the number with terminal degrees, the faculty to student ratio and the percentage of faculty members with experience teaching in a pre-kindergarten through twelfth grade setting, and may also include ethnicity and gender if available.
 - b. Definitions of terms used by the institution to describe individuals responsible for professional coursework, clinical supervision and administration of each program.
 - c. A description of the institution's employment policies, including procedures for determining faculty assignments, evaluation procedures and professional development opportunities and requirements.
- B. The Department shall provide institutions applying for program approval with written notification indicating whether all necessary information has been submitted to complete the preliminary review process. If additional information is required the written notice shall specify the deficiencies and indicate that the institution has 30 days from receipt of the notice to supply the Department with all required information
- C. Upon verification that an institution has satisfied the submittal requirements for the preliminary review, the Department shall initiate a review of the specific programs being considered for Board approval. The Department shall prescribe forms to assist institutions with providing all information required as part of the program review. To facilitate this review institutions shall:
 - 1. Provide the Department with a description of the program being considered for Board approval. This shall include, at a minimum, the criteria for student entry into the program, a summary of the program course sequence, descriptions of all required courses, and verification that the program requires courses that are necessary to obtain a full Structured English Immersion endorsement.
 - 2. Provide the Department with a description of the field experience and capstone experience policies for the program being considered for Board approval. The review team shall verify that the field experience or capstone experience complies with relevant standards as articulated in R7-2-602 or R7-2-603 and relevant national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.
 - 3. Provide the Department with a description of the assessment plan for measuring competencies in coursework and field experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in R7-2-602 or R7-2-603 and relevant national standards. The plan shall also describe processes for utilizing performance-based assessments and for providing candidates with necessary remediation. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.
 - 4. Provide the Department with a description of the procedures used to monitor and evaluate the operation, scope and quality of the program being considered for approval. This shall include the use of internal and external evaluations. The institutions shall also submit to the Department data relating to program graduates.
 - 5. Provide the Department with a program matrix demonstrating that program coursework assessments, field experiences and capstone experiences align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.

- D. Upon completion of the program review, the review team shall schedule and conduct an on-site visit. The on-site visit may include a tour of the institution, a review of documentation and related evidence and interviews of administrative staff, faculty, students and school personnel.
- E. Upon completion of the on-site review, the review team shall, within 90 days, provide the institution with a report of its findings. This report shall cite any evidence showing deviation from each standard that applies to the institution's programs. The institution shall have 30 days from receipt of the review teams findings to submit a response addressing the findings.
- F. Based upon its findings, the review team shall recommend to the Board that the program be approved, approved with conditions or denied. The Board may grant program approval for a period not to exceed five years.
- G. An institution may request reconsideration of the Board's decision. If a program is ultimately denied program approval the institution may not reapply for approval for a period of one year from the date of the Board's final action.
- H. Institutions with Board approval shall make available to the public a statement indicating the type of approval it has been granted and the valid period for that approval.
- I. Board approved institutions shall comply with the reporting requirements established by Title II of the Higher Education Act.
- J. Each approved institution shall file an annual report with the Department documenting program activities for the previous year. The annual report shall be submitted on the yearly due date established by Title II of the Higher Education Act for the institutional report. The annual report shall include the following:
 - 1. A description of any substantive changes to Board approved programs;
 - 2. A copy of the current institutional catalog;
 - 3. The name, title and original signature of the certification officer for the institution;
 - 4. Program, faculty, and candidate data required as a condition of initial or continuing program approval.
- K. Board approved programs shall provide their program graduates with an institutional recommendation for issuance of the appropriate Arizona certification.
- L. To maintain Board program approval the institution shall be in continuous operation and training students in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable local, state, tribal and federal requirements.
- M. The Department shall administer two cycles per year for the review of applications for program approval. One cycle shall commence in January and the other cycle in July. To be eligible for either cycle an institution must submit all required preliminary review documentation by either January 15 or July 15.
- N. Institutions seeking renewal of program approval shall submit the required preliminary review documentation by the deadline for a review cycle that commences at least one year prior to the expiration date of the approved program.